

# Intentional teaching:

So many possibilities — Extending children's ideas

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## Transcript of video

This video is available from <https://www.qcaa.qld.edu.au/20413.html>

[Children in a small group are hoisting a treasure chest over their heads using a pulley.]

Teacher: Goodness me. It goes all the way up and off the beach. So now how do you get the rest of the treasure out?

Reece: It was fast.

Teacher: That was very fast. Alright, so you've got this organised.

Xavier: Get it up — pull it.

Teacher: So I wonder where you're going to put the treasure so it's safe. Ben, can you see what the problem is here? Have a look, if that bucket falls fast, look where Daniel is standing. Daniel is that safe?

Children: No.

Teacher: So how can we make this safe? What do you think we need to do?

Ben: Walk away.

Teacher: Walk away? How will the people know to walk around here, not to be underneath the bucket? What could we do?

Xavier: Make a fence.

Teacher: Make a fence? Ok, that would be a great idea. Shall we go and make a fence?

Daniel: I want to play this game now.

Teacher: Would you like to play in the game?

Reece: You hold this up, okay.

Teacher: Daniel, did you hear what the problem was? They're worried when the treasure bucket comes up and down if you're standing close by, we're worried that someone is going to get bumped on the head.

Reece: Or the sharks or croco's might bite you.

Teacher: They might. So Xavier's thinking a fence.

Reece: And there's a shark over there.

Teacher: Ok, Xavier how can we make a fence do you think?

Xavier: Maybe at the making area.

Teacher: Something at the making area? Alright, well I'll leave this down here.

[Xavier is attempting to build a fence with wooden blocks. Nearby, Reece and Ben are working with the Teacher and a parent at an easel.]

Teacher: [In the background...] Mum might like to write those words for you. Could you tell mummy what the signs are for?

They're worried the bucket might fall down and crash, so they're making a sign to say, "Stay behind the fence".

Hayden: I've done my painting.

Teacher: Did you put your name on it Hayden?

Hayden: Yes I did.

Teacher: You glued your name on?

Hayden: Yep.

Teacher: So are you ready for the words on your painting now?

Hayden: Yep.

Teacher: Can you see what's happening to the paper? How can we fix that? Great job. All right so, "Stay away from the fence", is that right?

Daniel: Yeah.

Teacher: So does that mean, Daniel, do they have to wait on the other side of

Daniel: Yeah, on the other side.

Teacher: Okay. Stay behind the fence.

Teacher: Reece, I wonder if those robots might be able to come and visit this area and do some helping. Are they fixing robots?

[Helping another child to pin the sign onto the fence.] I'll hold one while you make one work. See with this one here, this needs to get joined onto the cardboard as well.

Do the robots read, Reece, or do they need their controllers to do the reading?

Reece: They need the controllers to do the reading.

Teacher: Do they? Okay, so if you're going to bring the robots over you'll need to ask the controllers to read the signs. Do you know what the signs are saying?

Children: No. Yes.

Teacher: The signs are telling the people to stay behind the fence while the treasure is going up and down.

Xavier: Yeah because the sharks might eat you.